



Strategic Instruction for Building Fluency

Grades 6 -8



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Fluency - What?

- “Fluency is the ability to read text **quickly, accurately, and with proper expression**” (National Reading Panel)
- The ability to read connected text **accurately with appropriate rate and expression** (prosody).
(Judson, Mercer, & Lane, 2000)



Fluency - What?

- “The ability to read connected text rapidly, smoothly, effortlessly, and automatically with **little conscious attention to the mechanics of reading** such as decoding.” (Meyer & Felton, 1999)

Fluency - What?

Reading that:

- flows
- sounds smooth
- has natural pauses
- has expression

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, "Oral Reading Fluency: 90 Years of Measurement," (brt.uoregon.edu/tech_reports.htm), and in the article, "Oral Reading Fluency Norms: A Valuable Assessment Tool..." in the April 2006 issue of *The Reading Teacher* (www.reading.org/publications/journals/RT/).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.6
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

Fluency - Why?

Fluency is related to reading comprehension.

- Both empirical and clinical research support the relationship between fluent oral reading and overall reading ability including comprehension. (Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Gough, Hoover, & Peterson, 1996; Herman, 1985; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000)
- When students read fluently, decoding requires less attention. Attention can be given to comprehension. (Samuels, Schermer, & Reinking, 1992)

Fluency - Why?

An accurate, fluent reader will read more.

- As more material is read, decoding skills, fluency, vocabulary, background knowledge, and comprehension skills increase. (Cunningham & Stanovich, 1998; Stanovich, 1993)
- The rich get richer. The poor get poorer.** (Stanovich, 1986)
- It has been suggested that voracious reading can alter measured intelligence. (Cunningham & Stanovich, 1998)

Variation in Amount of Reading

Percentile Rank	Minutes per day reading in books	Minutes per day reading in text	Words per year in books	Words per year in text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,597,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.21	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

Fluency - Why?

Other reasons for increasing fluency

- Fluent readers complete assignments with more ease.
 - Fluent readers can spend more time remembering, reviewing, and comprehending text.
- Fluent readers will also perform better on reading tests.

Fluency - Why?

Other reasons for increasing fluency

- Fluent readers can change reading rate based on reading purpose.

Purpose	Reading Rate
Study	Slow and reflective
Pleasure - Novel	Steady & Fluent
Search for information	Rapid

Factors Effecting Fluency

1. Proportion of words in text that are recognized as "**sight words**".
Sight words include any word that readers have practiced reading sufficiently often to be read from memory." (Ehri, 2002)
2. **Speed of decoding strategies** used to determine the pronunciation of unknown words.
3. **Speed** with which **word meanings** are identified.
4. **Background knowledge** of reader.
5. **Speed** at which **overall meaning** is constructed.

Fluency - How?

Procedure # 1. Word Recognition Instruction

- If students read slowly and inaccurately, couple instruction on fluency with advanced decoding
- REWARDS - Multisyllabic Word Reading Strategies (Sopris)
- SIPPS (Developmental Studies Center)
- Corrective Reading (SRA)
- Language! (Voyager)

Fluency - How?

Procedure #2: Prepare students for reading a passage.

- Preteach the pronunciation of words.
- Preteach the meaning of words.
- Preteach necessary background knowledge.
- Preview the text with students.

Fluency - How?

- Fluency is a product of:

**PRACTICE PRACTICE PRACTICE
PRACTICE**

and MORE PRACTICE

Fluency - How?

- **Procedure #3. Utilize passage reading procedures in class that optimize the amount of reading practice.**

Example Procedures:

- Augmented silent reading
- Choral reading
- Cloze reading
- Partner Reading

Fluency - *Passage Reading Procedures*

■ Augmented Silent Reading

- Pose prereading question.
- Designate an amount to be read.
- Tell students “If you complete the material, go back and reread.”
- As students read silently, move around the classroom and have students orally read to you.
- Pose post-reading question and discuss.

Fluency - *Passage Reading Procedures*

Choral Reading

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”

Fluency - *Passage Reading Procedures*

■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

Fluency - *Passage Reading Procedures*

■ Partner Reading

- Assign each student a partner.
- **Reader** whisper- reads to partner. Students alternate by sentence, paragraph, or page.
- **Coach** corrects errors.
Ask - *Can you figure out this word?*
Tell - *This word is _____. What word? Reread the sentence.*
- **Alternatives to support lowest readers**
 - * First reader (better reader) reads material.
Second reader reads the SAME material.
 - * Lowest readers placed on a triad.
 - * Students indicate “me” or “we”.

Fluency - How?

■ Procedure #4. Repeated Reading

- Student reads the same material at the independent or instructional level a number of times (at three to four times).
- General procedure
 - Cold-timing (one minute timing without prior practice)
 - Practice rereading of material to increase fluency
 - Hot-timing (one minute timing)
- Often coupled with the following interventions:
 - Modeling done by teacher or listening to tape
 - Self-monitoring of progress through graphing













Individual Intervention- *Read Naturally* (Published by Read Naturally)

■ What is Read Naturally?

- A research-validated program
- To increase students' reading fluency
- Through teacher modeling, repeated reading, and progress monitoring
- At reading levels of 1.0 to 7.0
- Each level in the Masters edition contains
 - 24 high-interest, non-fiction passages (reproducible)
 - Supported by cassette tapes, CD's, or computer version
 - Teacher's manual

READ NATURALLY Steps

1. Pick a story. 
2. Read along to learn the key words. 
3. Write a prediction. 
4. Time yourself reading. 
5. Mark your graph in blue. 
6. Read along to learn the story. 
7. Practice reading on your own. 
8. Answer the questions. 
9. Pass the story. 
10. Mark your graph in red. 
11. Write a retell, or practice word lists.

The Spruce Goose

Story 12

Review Key Words

airplane a machine with wings that can fly
flight a trip in an airplane
supplies things stored and then used when needed
World War II a war fought from 1939 to 1945 among many countries

Write a Prediction



Read the Story

The largest airplane ever built
 flew only one time. Many people
 knew this airplane as the Spruce
 Goose.
 Howard Hughes and his staff built
 this airplane in the 1940s. They built
 it to carry soldiers and supplies to
 Europe during World War II.
 Because it was wartime, Hughes
 made the airplane out of wood.
 Special waterproof glues held much
 of it together. Over 1000 people
 worked on building the Spruce
 Goose.
 When it was finished, the Spruce

Goose had a **wingspan** of 320 feet.
 It weighed about 400,000 pounds.
 Eight engines hung on the wings.
 On November 2, 1947, Howard
 Hughes flew the Spruce Goose. It
 flew only 70 feet above the water. It
 took about a minute and a half to go
 just over a mile. Then it landed,
 never to fly again. Howard Hughes
 kept the Spruce Goose in flight
 condition until he died in 1976. He
 even replaced the engines with ones
 that were more powerful. But the
 Spruce Goose never flew again.

Cold Timing Score: _____ Final Timing Score: _____

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Level 3.0R
 The Spruce Goose

Partner Intervention Six Minute Solution (Published by Sopris)

- What is *Six Minute Solution*?
 - A research-based, field-tested program
 - To increase students' reading fluency
 - Through repeated readings and progress monitoring
 - Of expository passages at reading levels 1.0 through 8.0
 - Utilizing partners at similar reading levels
 - Using a daily routine taking 6 minutes a day



PRACTICE PASSAGE 551

Sacajawea: Native American Guide

0 Sacajawea was a Native American. She was the first woman to cross
 12 the Rocky Mountains. Sacajawea was a guide for two famous explorers.
 23 These explorers were Lewis and Clark. They were the first to explore the
 36 U.S. west of the Mississippi River. Without Sacajawea's help, Lewis and
 47 Clark may not have made it to the Pacific Ocean.

57 Sacajawea was born around 1788 in what is now Idaho. She was
 69 from the Shoshone nation. Sacajawea was kidnapped when she was 12
 80 by a warring nation. A few years later, she was sold to a French trapper
 95 to be his wife. Sacajawea was only 16 when she met Lewis and Clark in
 110 1804.

122 Sacajawea helped Lewis and Clark in many ways. First, she was
 132 a helpful guide. She remembered trails from her childhood. Sacajawea
 145 led the explorers in the right direction. Clark called her his pilot. She
 158 knew the local plants and found food for them to eat. Second, Sacajawea
 169 helped the explorers trade with the Shoshone for horses. The explorers
 179 needed horses in order to cross the mountains. Third, Sacajawea's
 191 presence kept the explorers safe from attacks by Native nations. She was
 203 a mother and carried her baby on her back. Native American women
 214 and children never traveled with war parties. The Native people they
 227 met along the way knew that Lewis and Clark came in peace. Sacajawea
 235 traveled with them for more than a year.

245 Lewis and Clark were grateful to Sacajawea. They named many
 260 rivers and lakes after her. In 2000, the U.S. Mint made a coin in her
 270 honor. It shows her carrying her son on her back.

Total Words Read: _____
 - Errors: _____
 = CWPW: _____
 Practice Passage 551

Fluency - How?

- Other fluency programs to explore
 - Quick Reads
 - Great Leaps Reading Program

Fluency - How?

- **Other Repeated Reading Procedures**
 - Song Lyrics
 - Open Mike Day (short story, poem)
 - Readers' Theatre
 - Read Alouds to Younger Students

Fluency - How?

Procedure #5 - Wide Reading Reading different types of text.

- Text at independent or instructional level
 - Short articles
 - Short stories
 - Novels
- Read with partners.

REMEMBER

Proficiency is always:

Accuracy PLUS fluency